

CAROLINA FOREST ELEMENTARY

285 Carolina Forest Blvd.
Myrtle Beach, SC 29579

GRADES K-5 Elementary School

ENROLLMENT 840 Students

PRINCIPAL Judy Beard 843-236-0001

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	37	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

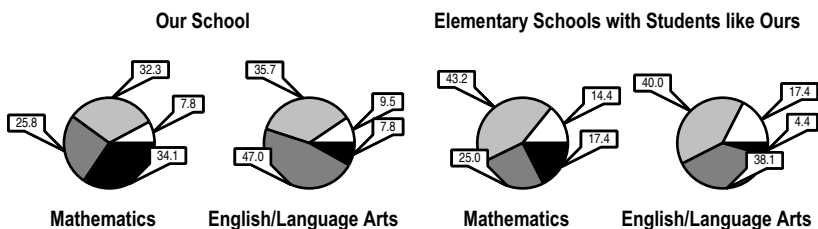
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	53	136	91
Percent satisfied with learning environment	98.1%	93.4%	91.0%
Percent satisfied with social and physical environment	96.2%	96.3%	83.0%
Percent satisfied with home-school relations	98.0%	97.0%	95.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	456	100.0	9.5	35.7	47.0	7.8	54.8	17.6
Gender								
Male	222	100.0	9.7	41.5	46.2	2.6	48.7	17.6
Female	234	100.0	9.4	29.7	48.0	12.9	60.9	17.6
Racial/Ethnic Group								
White	353	100.0	6.3	33.3	52.7	7.6	60.3	17.6
African-American	60	100.0	22.4	49.0	24.5	4.1	28.6	17.6
Asian/Pacific Islander	15	100.0	N/A	27.3	27.3	45.5	72.7	17.6
Hispanic	26	100.0	35.0	45.0	20.0	N/A	20.0	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	406	100.0	8.9	33.5	49.4	8.1	57.5	17.6
Disabled	50	100.0	15.0	55.0	25.0	5.0	30.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	456	100.0	9.5	34.9	47.7	7.9	55.6	17.6
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	447	100.0	8.4	34.9	48.6	8.1	56.7	17.6
Socio-Economic Status								
Subsidized meals	156	100.0	18.4	45.6	32.8	3.2	36.0	17.6
Full-pay meals	300	100.0	5.6	30.5	53.9	10.0	63.9	17.6

Mathematics								
All students	456	100.0	7.8	32.3	25.8	34.1	59.9	15.5
Gender								
Male	222	100.0	7.7	34.2	26.0	32.1	58.2	15.5
Female	234	100.0	7.9	30.2	25.7	36.1	61.9	15.5
Racial/Ethnic Group								
White	353	100.0	4.1	29.7	27.8	38.3	66.1	15.5
African-American	60	100.0	20.4	53.1	18.4	8.2	26.5	15.5
Asian/Pacific Islander	15	100.0	N/A	27.3	N/A	72.7	72.7	15.5
Hispanic	26	100.0	40.0	25.0	25.0	10.0	35.0	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	406	100.0	7.0	29.8	26.7	36.5	63.2	15.5
Disabled	50	100.0	15.0	55.0	17.5	12.5	30.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	456	100.0	7.4	31.7	26.3	34.5	60.9	15.5
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	447	100.0	6.0	31.9	27.0	35.1	62.0	15.5
Socio-Economic Status								
Subsidized meals	156	100.0	18.4	38.4	26.4	16.8	43.2	15.5
Full-pay meals	300	100.0	3.0	28.9	25.9	42.2	68.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	193	N/A	8.0	24.6	49.7	17.6	67.4
	Grade 4	190	N/A	8.0	44.4	44.4	3.2	47.6
	Grade 5	193	N/A	16.1	48.4	29.7	5.7	35.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	129	100.0	0.9	23.2	58.0	17.9	75.9
	Grade 4	181	100.0	13.1	32.0	51.0	3.9	54.9
	Grade 5	146	100.0	12.8	50.4	33.1	3.8	36.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	193	N/A	10.2	24.1	21.4	44.4	65.8
	Grade 4	190	N/A	9.6	35.8	21.4	33.2	54.5
	Grade 5	193	N/A	10.9	34.9	29.2	25.0	54.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	129	100.0	4.5	14.3	28.6	52.7	81.3
	Grade 4	181	100.0	7.2	39.2	26.1	27.5	53.6
	Grade 5	146	100.0	11.2	39.6	23.1	26.1	49.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 840)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.3%	Down from 1.9%	1.8%	2.4%
Attendance rate	96.3%	Down from 96.5%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	27.7%	Up from 19.5%	22.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.3%	Down from 8.1%	7.3%	8.0%
Older than usual for grade	0.4%	No change	0.5%	1.1%
Suspended or expelled	0.4%	Up from 0.2%	0.0%	0.0%

Teachers (n= 54)				
Teachers with advanced degrees	53.7%	Up from 43.7%	54.0%	50.0%
Continuing contract teachers	94.4%	Up from 76.1%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.9%	Down from 86.7%	88.4%	86.2%
Teacher attendance rate	95.5%	Down from 96.0%	95.7%	95.3%
Average teacher salary	\$41,904	Up 7.7%	\$41,993	\$39,909
Prof. development days/teacher	12.8 days	Up from 11.4 days	10.3 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio	22.2 to 1	Up from 21.1 to 1	19.9 to 1	18.9 to 1
Prime instructional time	91.3%	Down from 92.1%	90.9%	89.7%
Dollars spent per pupil*	\$4,747	Down 2.6%	\$5,539	\$5,892
Percent spent on teacher salaries*	69.8%	Up from 69.0%	68.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was another successful year at Carolina Forest Elementary. We were awarded the Palmetto Gold Award for our PACT scores from the State Department of Education and Horry County Schools. We also received the Pacesetter Award from Horry County Schools for significant achievement in meeting and/or exceeding our performance goals. Ninety-eight percent of our kindergarten students finished the year reading above text level 2. Ninety-five percent of our first grade students finished the year reading above text level 16. Second grade PACT scores showed 97% of students scoring above basic in English language arts and 94% of students scoring above basic in mathematics. Our students read 83,290 books and a record number of students met their Accelerated Reader goals and attended Books on the Beach. Monthly celebrations were held to recognize the students' achievements.

Our teachers and support staff were also successful. We were awarded the Red Carpet Award for being a family friendly school from the State Department of Education. We continued to make progress towards our performance goals included in our strategic plan. Our staff participated in professional development focusing on instructional strategies to improve student achievement. Teachers completed web pages and posted homework assignments on-line. Teams of teachers collaborated at grade levels to plan standards-based instruction. Weekly assessments were used to track student progress towards goals. Many teachers participated in graduate coursework to advance their degrees. Donna Lovelace, Jennifer Bavosa and Debbie Wolfe received National Board Certification. Diana Hughes was selected as Teacher of the Year.

The hard work and dedication of our parents and volunteers, as well as our outstanding community support, enhanced the mission of the school. Proceeds from our annual Founder's Day celebration were used to implement phase two of our playground improvement project. A record number of volunteers worked to support our instructional program. Through our partnership with Coastal Carolina University, mentors provided academic support for students.

During the 2003-2004 school year, we will work with our parents and School Improvement Council to develop a plan to provide students with differentiated learning opportunities. We look forward to another great year as we continue to prove that we are "Committed to Excellence."

Judy Beard, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.